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ABSTRACT

This collection of 14 first-hand accounts from experienced and accomplished learning technology practitioners highlights issues in using learning technologies for flexible, distance, and open learning. The papers are as follows: "Using Learning Technologies: An Introduction" (Margaret Haughey); "Naming the Learning Technology Issues in Developing Countries" (Barbara Spronk); "Public and Institutional Policy Interplay" (Judith M. Roberts, Erin M. Keough, and Lucille Pacey); "Getting the Systems Right" (Christine Marrett and Claudia Harvey); "Developing Course Materials" (Judith Kamau); "Lessons from Our Cyberclassroom" (Catherine Cavanaugh, Evelyn Ellermon, Lori Oddson, and Arlene Young); "Teacher or Avatar? Identity Issues in Computer-Mediated Contexts" (Gill Kirkup); "Web-Based Research Assistance" (Suzanne Sexty); "'No One Will Listen to Us': Rural Fulbe Women Learning by Radio in Nigeria" (Lantana Usman); "Confronting Barriers to Distance Study in Tanzania" (Edith Mhehe); "Reflections on Evaluating Online Learning and Teaching" (Charlotte Gunawardena); "Evaluating the Use of Learning Technologies" (Mary Thorpe); "Gender-Sensitive Evaluation Research" (Christine von Prummer and Ute Rossie); and "Using Learning Technologies: A Synthesis of Challenges and Guidelines" (Elizabeth J. Burge), which draws together themes and ideas from all the authors to provide a synthesis of their stated challenges in using learning technologies and a concise summary of their guidelines for informed practice. An index is provided. (YLB)

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